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ABSTRACT

This curriculum guide is the second phase of a total curriculum for the Administration of Justice Education programs in the California Community Colleges. This guide provides a portion of the option courses to be companion courses to the core curriculum. When used in conjunction with the core curriculum guide, this guide provides the necessary material for eight courses in Administration of Justice for a major in the field of law enforcement, judicial process, or corrections. The courses in the elective curriculum are in Law Enforcement (Substantive Law, Concepts of Enforcement, and Principles of Investigation), Courts (Judicial Process in California, Principles and Practice in Civil Process, Court Administrative Services, and Court Enforcement Principles), and Corrections (Fundamentals of Crime and Delinquency, Institutional Field Services, and Interviewing and Counseling). Each of the courses is outlined as to: length of course, course description, course goals, general performance objectives, scope, instructional methods, evaluation methodology, minimum standard of achievement, and selected readings. Four appendixes provide copies of letters sent to members of the curriculum Development Committee members. (For related document, see JC 740 064.) (DB)

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ADMINISTRATION OF JUSTICE EDUCATION

(PART II)

July 1973

ELECTIVE COURSE CURRICULUM

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JC 740 065

This publication was prepared by Riverside City College District in cooperation with the California Community Colleges, pursuant to a funding under the Vocational Act of 1968 (Public Law 90-576).

FORWARD

California Community Colleges are sensitive to the needs of people in their districts. Each college strives to provide necessary occupational programs to meet employer needs as well as those of its students.

Special occupational programs are designed to fulfill the obligation of the college to the community. These programs are constantly examined and revised for compatibility with local practices as well as state and national standards used as a base for planning. The Administration of Justice program is structured in this way to allow for growth of the student and for mobility in his chosen field. A segment of the Administration of Justice program, of which this guide to available options is a part and should be used in conjunction with the core curriculum, will provide for education that leads to a higher degree of achievement in the student's chosen field.

This curriculum guide for option courses in the Administration of Justice is Phase II of a total curriculum being prepared to assist Community Colleges to achieve high standards of preparation and hopefully will be used as a model for Administration of Justice program elements.

I hope that this material will provide the guidance for continued high performance by college personnel participating in preparing students for a career in the Administration of Justice occupations.

Sidney W. Brossman
Chancellor

PREFACE

This curriculum guide is the second phase of a total curriculum for the Administration of Justice Educational programs in the California Community Colleges. This guide provides a portion of the option courses to be companion courses to the Core Curriculum designed in Phase I by the Curriculum Development Task Force. The Task Force was assisted by practitioners from agencies in the justice system.

The project chairman was Mr. Robert Blanchard, Assistant Professor, Administration of Justice Education, Riverside City College. The overall project was planned and coordinated by the Chancellor's Office, Division of Occupational Education under the supervision of J. Winston Silva, Specialist in Criminal Justice Education, California Community Colleges.

This guide used in conjunction with the core curriculum guide provides the necessary material for eight courses in Administration of Justice for a major with an occupational choice open to the student in the field of: law enforcement, judicial process or corrections. Phase III to be published in June 1974, will contain material for additional choices in the occupational areas of Criminalistic Technician, and Business and Industrial Security. There will also be included patterns of suggested general education courses the task force feels appropriate for each occupational choice available.

This model includes certain suggested behavioral objectives. These are not intended to be all-inclusive and Administration of Justice instructors may wish to revise or expand these objectives in their individual program implementations.

Leland P. Baldwin

Leland P. Baldwin
Assistant Chancellor
Occupational Education

ACKNOWLEDGMENTS

I wish to express my appreciation to those who gave so freely of their valuable time in the research and development of this second phase elective course description guide. Without their dedicated commitment a project of this nature would not be possible.

First, I would thank the committee members, Tom Adams, James Carroll, F. deLarios, Richard Liberty, Albert Nottingham, Douglas Oliver, Robert Reed, and Harold Snow, who gave so unselfishly of their time and knowledge. A secondary degree of gratitude goes to the entire membership of the California Association of the Administration of Justice Educators (CAAJE), who provided the substantive content of this document. The CAAJE membership has exhibited a professional commitment to this concept throughout these two phases. A great degree of appreciation is also due the practitioners in the justice system, other disciplines within the college community and the liaison committee for criminal justice to the California Articulation Conference.

A special note of recognition is extended to the following organizations, without which this project could not have been completed:

California Articulation Conference Committee
California Association of Police Training Officers
California Association of the Administration of Justice Educators
California Peace Officers Association
California Probation and Parole Association
California State Department of Corrections
California State Sheriff's Association
California Youth Authority
Department of the Marshal/Municipal Court of California, San Diego
Judges, Marshals, Constables Association
Legal Secretary's Association
Marshal's Association of California
Municipal Court Clerks Association of California
Skyline College
Various County Clerks of California

I would also like to acknowledge our secretarial staff, Barbara Woodworth and Rose Mary Jordan, who through the administrative maze guided me with such patience.

Should these acknowledgments not give proper credit to all that participated in this project, please accept my sincere apologies for the unintentional oversight.

Bob Blanchard
Project Chairman

TABLE OF CONTENTS

	Page
FORWARD	ii
PREFACE	iii
ACKNOWLEDGMENTS	iv
INTRODUCTORY COMMENTS	
Statement of Philosophy	1
Historical Development and Methodology	3
COURSE CONTENT AND DESCRIPTIONS	
LAW ENFORCEMENT	
Substantive Law	6
Concepts of Enforcement Services	12
Principles of Investigation	19
COURTS	
Judicial Process	25
Principles and Practice in Civil Process	31
Court Administrative Services	37
Court Enforcement Principles	43
CORRECTIONS	
Fundamentals of Crime and Delinquency	49
Institutional Field Services	56
Interviewing and Counseling	63
APPENDIX	68

INTRODUCTORY COMMENTS

Statement of Philosophy

Historical Development and Methodology

INTRODUCTORY COMMENTS

Statement of Philosophy

During the past decade immense changes have taken place in the police science educational environment. The greatest of these changes has been in the unprecendented growth in student population and the explosion of course offerings in police science by colleges throughout California and to some degree the nation.

Even though activities of the past have been monumental in nature, none of the changes have been as precedent setting as during the last two years. This period has seen the development of a standardized core of common knowledge acceptable to members of the justice system. It has also witnessed the expanding of the police science curriculum into a series of studies within the Administration of Justice.

The titling of police science has also changed to the Administration of Justice indicating an emphasis on the systems approach to criminal justice education. The revision was not in title only but reflects a strong commitment on the part of criminal justice educators to the systems approach. This commitment by the members of the California Association of Administration of Justice Educators (CAAJE) with coordination by the Chancellor's Office of the California Community College, serves as the opening scene for a series of progressive steps toward finalizing a more integrated total program of education for the justice system.

The Administration of Justice Education, "Five Core Curriculum" publication, was researched and developed during 1971-72. This document's progressive philosophy statement and curricular guidelines have been accepted in almost every community college and four year institute in the State of California. The rapid acceptance by justice system educators reaffirms the need for change which was recognized throughout the police science educational community.

The second phase of the justice system education research project contains elective course outlines as guides in each of the sub-systems; law enforcement, courts and corrections. It is the intent of this publication to provide a minimum of three course outlines in each of the sub-systems components. These outlines provide the student with the choice of establishing a track of studies in the area of his interest. The diagram on page 2 demonstrates the linkage from the five core courses to the elective courses and the options within the system.

It is not the intent of the development task force to limit the number nor eliminate any elective courses a college may wish to offer. The elective courses as outlined serve as a basis for the minimum number of courses necessary for the student to declare a college major and develop a satisfactory level of expertise within one of the sub-systems.

Cross pollination from one sub-system to another by course work is encouraged; however, one major area should not be concentrated on to excess,

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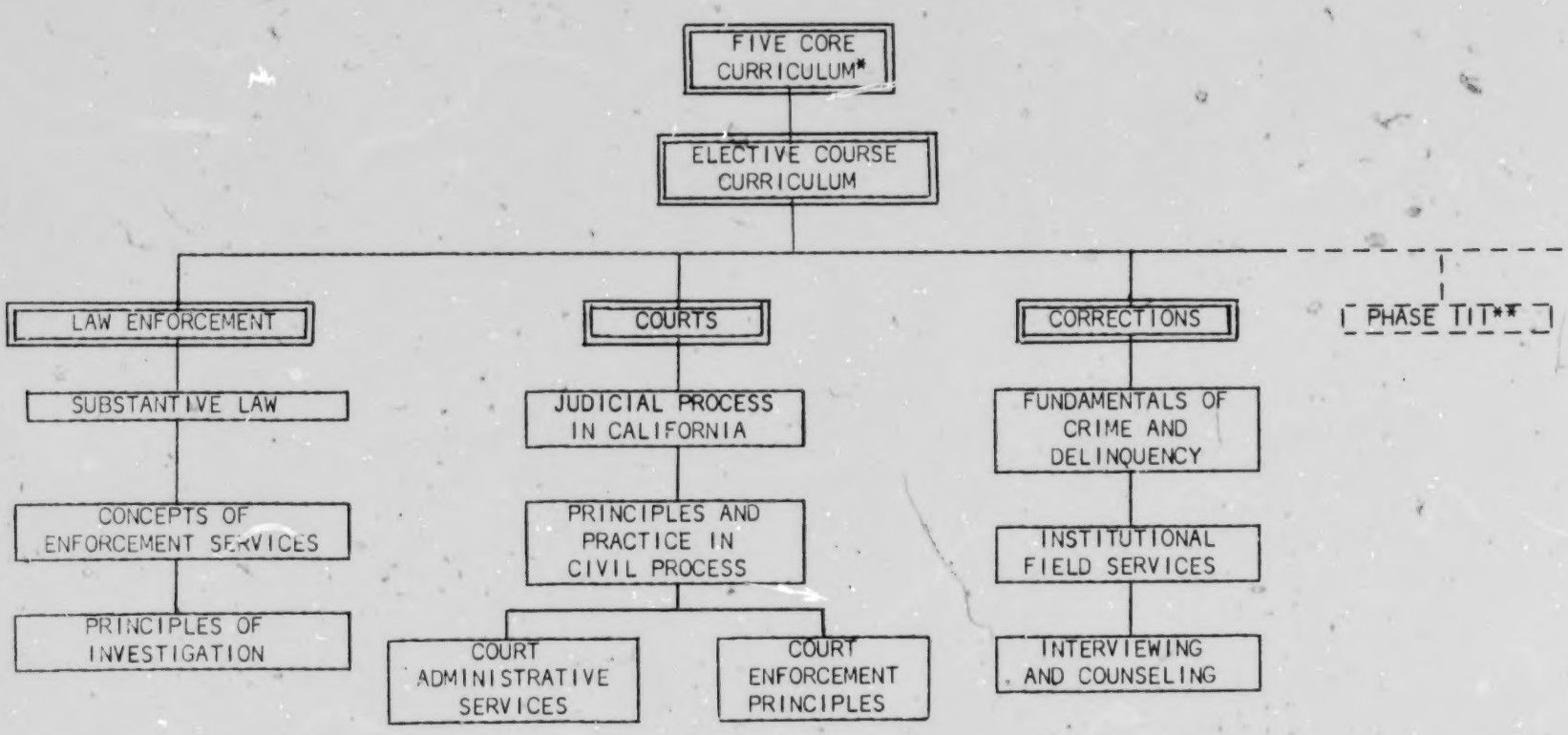

*1. Introduction to the Administration of Justice
2. Principles and Procedures of the Justice System
3. Concepts of Criminal Law
4. Legal Aspects of Evidence
5. Community Relations

** Phase III project to be developed during 1973-74. This project will include an expansion of the basic sub-systems and additional elective courses in law enforcement, courts and corrections.

neglecting breadth courses from other disciplines of study. Individual counseling regarding this concept should come from the Administration of Justice faculty and must be tailored to meet the needs of the community work force.

This task force suggests caution regarding students saturating their college studies with elective course work from the Administration of Justice field. This warning is intended to provide students reasonable counsel in selecting course work which maintains a proper blend of A.J. studies, general education requirements, social science and the humanities. This committee cannot over-emphasize the justice systems need for well educated, balanced thinkers. People that not only have a degree of knowledge and understanding of the sub-systems responsibilities and the need for an integrated, coordinated effort of justice, but also possess a deep sensitivity and broad basic understanding of human beings and the society in which they live.

The elective courses contained in this publication are designed to fulfill transfer requirements of four year institutions yet not completely eliminate an orientation to the occupational techniques found in each sub-system.

Even though there are only three to four elective courses defined in this study, there does not appear to be any limitation on the number of A.J. elective courses that can be developed by an individual college. The development of additional elective courses will depend on local community needs and future areas of expertise that may materialize.

It is not expected that all community colleges will find a demand to offer all the elective courses for all of the sub-systems as outlined in this document. Area population, coupled with job market potential will provide a natural gauge for determining what sub-system elective courses can best be justified.

Initially, a college may offer the Five Core Courses, the elective courses in law enforcement and a selection of other specialized elective classes. As student needs develop, the college may add one or more of the elective courses in the corrections system.

The judicial process elective courses may be offered on a regional basis by selected colleges throughout the state. The colleges offering this elective track will, almost by necessity, serve the major metropolitan areas. Advisory committees and local student needs will dictate which colleges will offer specific programs.

Historial Development and Methodology

The genesis of the Five Core Curriculum Development had its inception from the 1970 Annual Meeting of the California Association of the Administration of Justice Educators in San Diego, California. The idea for the second phase of this project was developed in the middle of the five core research

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effort. This project, Elective Course Curriculum, was funded through the California Community Colleges Office during the summer of 1972, and established three major objectives:

1. To develop a model of elective course content in each of the major sub-systems; law enforcement, courts and corrections.

2. To broaden the course content by providing an academic approach for each elective course.

3. To design each course with the thought in mind of enhancing the complete articulation to upper division status at the four year colleges and universities.

The committee met initially during September 1972, to establish the methodology of the project. A "request for assistance" letter (Appendix A) went out to over 150 members within the educational field.* This included a large percentage of community college educators, many four year college and university representatives, training officers and practitioners currently involved in the justice system.

The request specified the need for current course outlines on elective courses in each sub-system. More importantly, it requested their thinking on how they perceived these courses being taught to keep abreast of current and future changes.

The returns from the field survey were reviewed and preliminary course content and titles were developed. Each course outline was then discussed at length by the committee and numerous changes were made.

During January 1973 an up-date letter (Appendix B) was sent out advising of the tentative course titles for the first three electives in each sub-system. This correspondance also included three rough draft course outlines in law enforcement. In February 1973 (Appendix C) course content for courts was distributed followed in March 1973 (Appendix D) with the course content for corrections. Each package consisted of rough draft course outlines and a letter requesting a critical analysis of each item contained in the course and subsequent feedback to the committee members involved in developing the courses.

Evaluative comments with changes were received from the field and each item was considered for inclusion in the final drafts. Personal interviews

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*Reviewers were selected primarily from the California Association of Administration of Justice Educators (CAAJE) membership in addition to representatives from the Courts, Marshals and Corrections Associations. The same mailing list was used consistently throughout this project.

were held with representatives from disciplines in the college community not associated with the justice system curriculum, practitioners within the justice system, professional educators and training officers. In June 1975, the committee met for an intensive two day course content review and preliminary final draft study seminar. At this time comments received from the field were discussed and necessary changes in the content were effected.

The elective course content, as now constituted, reflects the collective opinion of many professionals within the justice system. The committee recognizes the impossible task of "being all things to all people" and completely satisfying the numerous human opinions about every detail within each course outline. However, during the entire project, the committee has been sensitive to the constructive evaluations from the field and made every attempt to properly and fairly resolve each issue.

The members of the committee have maintained an attitudinal posture which provided for inclusion of as many varying viewpoints as possible in the developmental phase of these courses. It is felt that this attitude of openness to suggestion and review has aided measurably the validity of each course content and its objectives.

COURSE CONTENT AND DESCRIPTION

LAW ENFORCEMENT

+ SUBSTANTIVE LAW

++ CONCEPTS OF ENFORCEMENT SERVICES

+++ PRINCIPLES OF INVESTIGATION

COURTS

+ JUDICIAL PROCESS IN CALIFORNIA

++ PRINCIPLES AND PRACTICE IN CIVIL PROCESS

+++ COURT ADMINISTRATIVE SERVICES

++++ COURT ENFORCEMENT PRINCIPLES

CORRECTIONS

+ FUNDAMENTALS OF CRIME AND DELINQUENCY

++ INSTITUTIONAL FIELD SERVICES

+++ INTERVIEWING AND COUNSELING

SUBSTANTIVE LAW

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: An in-depth study of the substantive laws commonly encountered by the municipal, county, or state police officer or investigator or other criminal justice employee. The scope of the course includes misdemeanor and felony violations of the criminal statutes.

COURSE GOALS:

1. To provide a knowledge necessary for understanding California Codified Law.
2. To provide the student with an overview of case decisions affecting statutory law.
3. Develop an appreciation for the role statutory law plays in sub-system of law enforcement in its relationship with the criminal justice system.
4. To develop an ability to exercise correct field level discretionary decisions on behaviors amounting to public offenses.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will demonstrate an acceptable procedure for the study of substantive law by presenting a series of reports which reflect the law as defined in the Codes. He will prepare a legal brief explaining the intention of the law and its justification in accordance within constitutional limitations to accompany each report.
2. The student will list the essential elements, or corpus delicti, constituting each of the substantive laws studied during this course. He will define each of the terms with 100% accuracy when provided the documents for reference.

3. When presented with an objective examination covering the various laws and their elements, the student will score not less then 80% on a recall basis without notes or other references.

4. Given a hypothetical situation in either written or oral form, the student will describe which violation has been committed. He will specify what evidence will be necessary to prove the charge and will give at least one example of a court-tested case. He will attain at least a 80% accuracy average in at least one half of all of the laws covered during the term.

5. Given an assignment to research certain cases, the student will visit the local law library and find such sources as are necessary and will prepare a specified number of legal briefs.

SCOPE:

I. Review of the Basic Concepts of Law

A. The nature of law and its effect on society

B. Felony and misdemeanor crime classifications

C. Intent, capacity, and other human factors in crime

D. The function and impact of the courts on the legal process

II. Substantive Law, an Introduction

A. Techniques in legal research

B. Corpus delicti: definition of terms and elements

C. The legal brief: methods of case study

D. Intent versus letter of the law, effect of court decisions

III. Crimes of Personal Violence

A. Legal and social implications

B. Criminal homicide

C. Personal assaults of an aggravated nature

D. Misdemeanor assaults

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E. Crimes against children

F. Cases

IV. Kidnap and Crimes Involving Unlawful Restraint

A. Kidnap

B. False imprisonment

C. Child stealing and related offenses

D. Cases

V. Robbery and Extortion

A. Robbery

B. Extortion

C. Cases

VI. Sex Offenses

A. Rape and related offenses

B. Crimes against children of a sexual nature

C. Violations involving legally defined sexual perversion

D. Cases

VII. Violations of Order and Conduct

A. Disturbance of the peace

B. Unlawful assemblies

C. Riots and related offenses

D. Trespass and property violations

E. School and public institution disturbances

F. Cases

VIII. Dangerous Weapons Control Laws

A. Local regulations and enforcement policies

B. State laws and their application

C. Federal laws and their relationship to state laws

D. Cases

IX. Crimes Against Property

A. Burglary and other private property violations

B. Theft

C. Embezzlement

D. Receiving and possession of stolen property

E. Arson and malicious destruction of property

F. Cases

X. Non-Violent Crimes of Acquisition

A. Checks and forgeries

B. Credit card violations

C. Cases

XI. Consumer Fraud and Related Offenses

A. Fraudulent versus unethical business practice

B. Recognition of criminal code violations

C. Cases

XII. Vice Offenses

A. The "victimless" crimes

B. Alcoholic Beverage Control

C. Gambling and related offenses

D. Prostitution and soliciting for prostitution

E. Public and private morals offenses

F. Cases

XIII. Narcotics and Drug Abuse

A. Organized crime relationship to narcotics traffic

B. Narcotics and drug traffic violations

C. Drug abuse and criminal laws

D. Cases

XIV. Fish and Game Regulations

XV. Boating Safety Regulations

XVI. Other Substantive Laws Related to the Area

XVII. Federal Laws Directly Related to Local Criminal Justice

XVIII. Juvenile Court Law and Substantive Law

A. The juvenile court and the legal process

B. Criminal law violations involving the child

INSTRUCTIONAL METHODS:

1. Lecture
2. Case study and legal research
3. Films, slides, videotapes, sound tapes, other A-V aids
4. Field trips to law library
5. Text assignments and additional reading
6. Controlled notes and other informational materials

EVALUATION METHODOLOGY:

1. Essay and objective examinations
2. Quizzes
3. Research papers and legal briefs
4. Class participation and oral presentations

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

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CONCEPTS OF ENFORCEMENT SERVICES

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: Exploration of theories, philosophies, and concepts related to the role expectations of the line enforcement officer. Emphasis is placed upon the patrol, traffic, and public service responsibilities and their relationship to the administration of justice system.

COURSE GOALS:

1. To provide the knowledge necessary for understanding the role expectations of the line officer.
2. To develop the ability to meet the responsibilities of the line officer with respect to his specific functions.
3. To provide the knowledge necessary to analyze the inter-relationships between enforcement personnel and the public being served.
4. To develop an appreciation of the inter-relationships between the role expectations of the line law enforcement officer and the total administration of justice system.

GENERAL PERFORMANCE OBJECTIVES:

1. The student completing this course of instruction will be able to demonstrate his knowledge of the philosophy and objectives of patrol, patrol systems, and traffic law through oral presentations, a term paper, and written examinations with an accuracy of 80 percent.
2. Instruction shall provide the student with an overview of general enforcement tactics, preliminary and traffic accident investigation, and public service responsibilities during routine and emergency situations. The studeni will demonstrate his knowledge in these areas through participation in simulated field exercises and written examinations with an 80 percent competency level.

3. Completion of this course of instruction will develop an awareness of hazards and dangers inherent in fulfilling the role of the line enforcement officer. The student will demonstrate his ability to recognize potential hazards and his ability to protect himself and the public under a variety of circumstances to the satisfaction of the instructor.

4. The student completing this course of instruction will develop an appreciation of the relationship between the law enforcement officer and the public he serves by analyzing the limitations and the various alternatives present in situations involving use of force, discretionary decision making, and crisis intervention. The student will demonstrate his knowledge of this area through short written reports, group discussions, and written examinations with an 80 percent competency level.

SCOPE:

I. Philosophy and Objectives of Patrol

A. Crime prevention

1. Behavior modification
   a. Presence of marked units and uniformed officers
   b. Unmarked units and plainclothes officers

2. Selective enforcement
3. Prevention and deterrence of crime

B. Apprehension of offenders

C. Protection of life and property

1. Traffic enforcement
2. Emergency calls for service

D. Maintenance of public peace and order

II. Discretionary Decision Making

A. Introduction

1. What is a decision
2. Problems peculiar to law enforcement decisions

B. Types of decisions

1. Unsound decisions
2. Mediocre decisions
3. Sound decisions

C. Three main categories involving discretion

1. Invoke the criminal process
2. Method of proceeding
3. Handling non-criminal matters

D. Sequencial steps in decision making

1. Define the problem
2. Analyze and obtain all the facts
3. Determine the alternatives
4. Test the alternatives

E. Alternatives

1. Do nothing
2. Invoke the criminal process
3. Mediate the situation
4. Reference to other agencies

III. Crisis Intervention

A. Definition

B. Alternatives to arrest

C. Referral agencies

D. Local programs

IV. Theory of patrol styles

A. General organization

1. General organization
2. Systems management

B. Interrelationships of patrol practices

1. Motorized and foot patrols
2. Team concepts
3. One man vs. two man patrols

V. General patrol systems

A. Preparation

B. Selective enforcement

1. Systematically unsystematic
2. Observation
3. Development

C. Use of equipment

D. Emergency response

E. Systems response to crimes in progress

1. Burglary
2. Robbery
3. Prowler
4. Assault
5. Gang fight
6. Other disturbances

F. Interpersonal relationships in arrest situations

1. Psychological impact of arrest
2. Legal aspects
3. Planning

G. Psychological aspects of citizen contact

1. Definitions
2. Legal aspects
3. Involvement of prejudices and attitudes
4. Vehicle stops

VI. Force as a Means of Compliance

A. To effect an arrest

B. Preventing unlawful flight

VII. Preliminary Investigations

A. Interpersonal relationships of individuals on crime scene

B. Protection and preservation of evidence on crime scene

VIII. Dynamics of Group Confrontation

A. Group behavior patterns

B. Prevention

C. Demonstration and strikes

1. Role expectations in demonstrations
2. Traffic problem

D. Psychology of group direction

1. Legal aspects
2. Planning, preparation, and training

IX. Cooperative Emergency Services

A. Role of justice sub-systems in a disaster

B. Disaster service organizations

C. Planning

D. Management

E. Panic control

F. Traffic problems

X. Officer Survival: prevention and preparedness

XI. Overview of Traffic Considerations

A. Legal aspects of traffic

B. Prevention through selective enforcement

C. Citations: mechanics and psychology

D. Traffic accident investigation

E. Special Problems

1. The drunk driver
2. Hit and run drivers

INSTRUCTIONAL METHODS:

1. Lecture and discussion
2. Guest speakers
3. Informational sheets

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4. Demonstrations
5. Field trips
6. Transparencies, slides, films, audio-tapes and video-tapes
7. Outside special projects and reports
8. Role playing

EVALUATION METHODOLOGY:

1. Written examination
2. Special projects and/or reports
3. Attendance
4. Class participation

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

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PRINCIPLES OF INVESTIGATION

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: The study of basic principles of all types of investigations utilized in the justice system. Coverage will include human aspects in dealing with the public, specific knowledge necessary for handling crime scenes; interviews, evidence, surveillance, follow-up, technical resources, and case preparation.

COURSE GOALS:

1. To provide the knowledge necessary to conduct a satisfactory investigation in criminal and non-criminal matters.

2. To develop the ability to gather facts, analyze the facts, and draw sound conclusions based on the facts revealed.

3. To create an appreciation of the complexities involved in dealing with evidence and legal implications during an investigation.

4. To develop the necessary proficiency to conduct an investigation from its inception to its completion.

GENERAL PERFORMANCE OBJECTIVES:

1. Completion of instruction shall provide the student with the knowledge of general investigative principles. The student shall demonstrate this knowledge through class discussions, short research papers, and written essay examinations with an 80 percent accuracy.

2. The student completing this course of instruction will be able to demonstrate his knowledge of crime scene investigation, interviewing, processing evidence, and surveillance through role playing, investigation of simulated scenes, project assignments, laboratory exercises, and written examinations with an 80 percent competency level.

3. Instruction shall provide the student with an overview of the various types of investigations, technical resources available, principles of modus operandi, and specific

types of investigations. The student shall demonstrate this knowledge through class discussions, written papers, and a written examination with an 80 percent competency level.

4. The student shall demonstrate his knowledge in the areas of preparation and presentation of cases for court and the legal aspects involved by the briefing of appropriate legal cases, involvement in mock courtroom scenes, and written examinations with an 80 percent accuracy.

SCOPE:

I. Conceptualization of Investigation

A. Definition and types

B. Application

II. Systems Approach to Investigations

A. Internal department investigations

B. Criminal investigations

C. Victimless crimes

D. Consumer fraud

E. Environmental investigations

F. Personnel investigations

G. Pre-sentence investigations

H. Prosecution and defense

III. Analysis of Incident

A. Protection of incident location

B. Area search methods

C. Principles of sketching

D. Evidence preservation

IV. Interviews

A. Legal ramifications

B. Definitions

C. Psychological impact of environment

D. Classification of interview techniques

F. Information recording methods

V. Follow-up Investigation

A. Development and follow-up of leads

B. Informational sources

C. Processing evidence

VI. Philosophy of Modus Operandi

A. Principle of modus operandi

B. Modus operandi as an investigative tool

VII. Investigative Intelligence

A. Objectives

B. Surveillance

C. Legal implications

VIII. Criminalistic Resources

A. Evidentiary laboratory examinations

1. Chemical
2. Physical
3. Biological
4. Documentary

B. Ballistics

C. Photography

D. Neutron activation analysis

E. Detection of deception

IX. Pre-trial Preparation

A. Legal aspects of review

B. Pre-trial conferences

C. Courtroom presentation of testimony

X. Other Investigation Disposition

A. Pre-sentence

B. Personnel

INSTRUCTIONAL METHODS:

1. Lecture and discussion
2. Guest speakers
3. Informational sheets
4. Demonstrations
5. Laboratory exercises
6. Role playing
7. Transparencies, slides, films, audio-tapes, and video-tapes
8. Field trips
9. Outside special projects and reports
10. Exploratory work experience

EVALUATION METHODOLOGY:

1. Written examination
2. Special projects and/or reports
3. Attendance
4. Class participation

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

Allison, Harrison C., Personal Identification, Boston: Holbrook Press Inc., 1973.

Arther, Richard O., The Scientific Investigator, Springfield, Illinois: Charles C. Thomas, 1970.

Gerber, Samuel R. and Oliver Schroeder, Jr., Criminal Investigation and Interrogation, Cincinnati: The W. H. Anderson Company, 1972.

Inbau, Fred E., Andre A. Moenssens and Louis R. Vitullo, Scientific Police Investigation, New York: Chilton Book Company, 1972.

Inbau, Fred E., and John E. Reid, Criminal Interrogation and Confessions, Baltimore: The Williams and Wilkins Company.

Moenssens, Andre A., Fingerprints and the Law, New York: Chilton Book Company, 1969.

Nelson, John G., Preliminary Investigation and Police Reporting: A Complete Guide to Police Written Communication, Beverly Hills: Glencoe Press, 1970.

O'Brien, Kevin P. and Robert C. Sullivan, Criminalistics: Theory and Practice, Boston: Holbrook Press, Inc., 1972.

O'Hara, Charles E., Fundamentals of Criminal Investigation, Springfield, Illinois: Charles C. Thomas.

Osterburg, James W., The Crime Laboratory: Case Studies of Scientific Criminal Investigation, Bloomington: Indiana University Press, 1968.

Polson, Cyril John, The Essentials of Forensic Medicine, Springfield, Illinois: Charles C. Thomas, 1965.

Richardson, James R., Scientific Evidence for Police Officers, Cincinnati: The W. H. Anderson Company, 1963.

Snyder, LeMoyne, Homicide Investigation, Springfield, Illinois: Charles C. Thomas, 1967.

Soderman, Harry and John J. O'Connell, Modern Criminal Investigation, New York: Funk and Wagnals Company, Inc.

Tierney, Kevin, Courtroom Testimony: A Policeman's Guide, New York: Funk and Wagnalls Company, Inc., 1970.

Vanderbosch, Charles G., Criminal Investigation, Washington, D.C.: International Association of Chiefs of Police, 1968.

Weston, Paul B., and Kenneth M. Wells, Criminal Investigation Basic Perspectives, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

JUDICIAL PROCESS IN CALIFORNIA

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: An overview of the system of federal and California courts with a careful examination of the various roles and duties of court-support personnel. Mock trials and role-playing re-create a model court's internal dynamics and its relationship to outside forces. This course is primarily designed for persons seeking or continuing employment in the courts of California.

COURSE GOALS:

1. To provide the student with an overview of the structure and functions of federal and California courts.
2. To familiarize the student with the nature of American law, the way it compares to other systems of law and means by which it is applied through the judicial process.
3. To develop an understanding of the various functions and services needed to operate the judicial process by examining a model court.
4. To develop an awareness of the in-puts and out-puts of the judicial process in California along with an appreciation of the outside pressures on the process.
5. To promote recognition of communications, human relations and public relations problems that must be dealt with in the operation of the effective court.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to outline the structure of California and Federal courts and categorize functions into their proper jurisdiction in a multiple-choice examination with an accuracy of 80%.
2. The student will be able to outline the various court supportive services, define their functions and describe their relationships with other services and other segments

of the judicial system by passing a written examination with an accuracy of 80%.

3. The student will be able to correct roles and behavior when confronted with sample problems based on legal and practical issues common to court procedures in a written essay and multiple choice examination with an accuracy of 80%.

4. Presented with various court public relations, communications and simulated citizen encounter problems, the student will be able to identify negative and positive attitudes, improper advice, illegal or unethical behavior, and recommend corrective action with 80% accuracy.

5. Given an incomplete diagram of a model court, the student will be able to describe the missing parts in order to illustrate the internal and external dynamics of the judicial process in California with an accuracy of 80%.

SCOPE:

I. The Rise of American Law

A. The nature of law

B. An anthropology of law

C. From Magna Carta to the Constitution

D. Common law vs. statutory laws

E. The federal system of courts

F. Law in the American setting

G. The French and English courts

H. The judicial branch compared to other branches of government

II. The California Courts

A. From Mexican province to American state

B. Popular tribunals and famous trials

C. Development and present structure of California courts

D. California and New Jersey systems compared

E. The Judicial Council

F. Administrative, fiscal and data controls

G. Special character of the Attorney General's Office

III. Bench and Bar

A. The selection of judges in California

B. Their tenure

C. The court setting -- symbols and organization

D. The bar association and its uses

E. The attorney -- officer of the court and entrepreneur

IV. Functional Inter-Relationships of the System

A. The court as community

B. The court as arena

C. Alternatives to the adversary system

D. The emphasis on appeals

E. Juries and the system

1. Grand Juries
2. Petite Juries

V. In-Puts to the System

A. Constitutional and legal

B. Ethical and moral

C. Parties to action

D. Agencies

E. Pre-trial procedures

1. Criminal
2. Civil

F. Education and community attitudes

VI. The Courtroom Team in the Trial Stage

A. The judge

B. The court reporter

C. The bailiff

D. The courtroom clerk

E. Mock trial with parties to action, etc.

VII. The Support Team

A. Clerk of the court or chief administrative officer

B. The counter clerk

C. The calendar clerk

D. Deputy clerks or attaches

E. The marshal or enforcement officer

F. Sample problems

VIII. Outputs of the System

A. Writs, warrants and findings

B. Sentences and fines

C. Records, reports and services

D. Appeals

E. Public relations and communications problems

IX. The Search for Justice

A. The "crisis in the courts"

B. The process of change

C. Proposed reform and reorganization

D. Training in administration and management

E. The future of California courts

F. Careers in the courts

INSTRUCTIONAL METHODS:

1. Lecture - Discussion
2. Demonstration
3. Guest speakers
4. Information sheets
5. Transparencies, slides, films, video-tapes
6. Field trips to a court in action and civil offices
7. Individualized multi-media and written instructional packages

EVALUATION METHODOLOGY:

1. Written examinations
   a. Mid-terms
   b. Final exam
2. Written project or case studies report
3. Attendance
4. Active class participation
5. Completion of individualized instructional packages

STANDARDS OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

Abraham, Henry J., The Judicial Process, Oxford University Press, 1962.

Blumberg, Abraham S., Criminal Justice, Quandrangle Books, 1967.

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Booz, Allen, Hamilton, California Lower Court Study, 1967.

Caughey, John W., California, Prentice-Hall, 1970.

Cook, B.B., The Judicial Process in California, Dickinson, 1967.

Davidson, Bill, Indict and Convict, Harper & Row, 1971.

Downey, Leonard, Jr., Justice Denied, Penguin Books, n.d.

Friesen, C.E., Jr., et al, Managing the Courts, Bobbs-Merrill, 1971.

Hurst, James W., The Growth of American Law, Little, Brown & Co., 1950.

James, Howard, Crisis in the Courts, David McKay, 1968.

Jones, Harry W., The Courts, the Public and the Law Explosion, Prentice Hall, 1965.

Karlen, Delmar, The Citizen in Court: Litigant, Witness, Juror, Judge, Holt, Rinehart & Winston, 1964.

Lineberry, William R., Justice in America: Law, Order and the Courts, H.W. Wilson, 1972.

Sigler, Jay A., An Introduction to the Legal System, Dorsey Press, 1968.

Stewart, George R., Jr., Committee of Vigilance, Comstock Books, 1971.

System Development Plan for the Improvement of Courts, Prosecution and Law Reform, Courts Task Force of the California Council on Criminal Justice, 1972.

Wright, R. G., and Marlo, J.S., The Police Officer and Criminal Justice, McGraw-Hill, 1970.

PRINCIPLES AND PRACTICE IN CIVIL PROCESS

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LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: This course is designed to satisfy basic needs of the administrative and enforcement personnel. Civil and small claims matters in the pre-trial, trial and post-trial phases are surveyed. Necessary procedures of the administrative arm and field procedures of the enforcement arm are described in each phase, hence the course is suitable for deputy-clerks, marshals, civil division personnel, and persons seeking or continuing work with the courts in a representative, protective or investigative capacity. Vocabulary, research methodology, concepts and practices in the field of civil process are studied.

COURSE GOALS:

1. To develop a basic vocabulary of civil and small claims terminology and usage.
2. To enable students to research case decisions, legal sources and current rules in civil and small claims.
3. To develop an understanding of the concepts and practices in each stage of a civil or small claims matter.
4. To promote better understanding of the necessary teamwork required of all the courts personnel.
5. To combine theoretical knowledge with practice in activities necessary to the smooth functioning of civil and claims court actions.

GENERAL PERFORMANCE OBJECTIVES:

1. When given various legal problems dealing with civil and small claims court procedures, the student will be able to locate appropriate case decisions or laws and apply sound discretion in narrative form to the series of problems with 80% accuracy.

2. Given the most commonly accepted civil and small claims court terms and abbreviations, the student will be able to match these with their definitions or accepted usage with 80% accuracy.

3. Given practical problems in civil and small claims actions, the student will perform on a written objective examination and demonstrate his knowledge of conceptual and specific courtroom practices with 80% accuracy.

4. Given instruction and a simulated problem in civil enforcement procedures, the student will demonstrate his specific and conceptual knowledge in a written examination scoring 80% out of 100%.

5. Given a blank flow chart showing civil or small claims procedure, the student will accurately complete same from cause of action to final disposition with 80% accuracy.

SCOPE:

I. Introduction to Civil Procedures and Process

A. Scope of the course

B. Basic vocabulary

C. Common abbreviations

D. Review of jurisdiction

II. Overview of legal aspects regulating court procedure

A. Substantive vs. procedural law

B. Forms of civil law

1. Statutory laws
2. Case decisions
3. Attorney General's opinions
4. California Rules of Court
5. Others

C. Research methodology

1. Legal sources
2. Other sources

3. Location and citation
4. Sample problems in research

III. Civil Procedures

A. Cause of action, defined

1. Contract as a cause of action
2. Tort as a cause of action
   a. Negligence
   b. Assault and battery
   c. Others

3. Others - unlawful detainer et al

B. Commencing an Action in California

1. Registering the action
2. Indexing
3. Parties to the action
4. Filing the complaint

C. Issuance of Summons

D. Acquisition of Jurisdiction

1. Service of summons and complaint
2. Statutory methods of service
   a. Personal
   b. Mail
   c. Publication

3. Marshal's procedures

E. Pre-trial motions and demurrers

F. Filing the answer and/or cross-complaint

1. Entry in register
2. Statutory fees
3. Service of cross-complaint
4. Case at issue

G. Issuance of writs for pre-judgment seizure of property

1. Injunction and restraining orders

2. Writ of immediate possession
3. Writ of attachment
4. Claim and delivery

H. Default Judgments

IV. Trial

A. Variations

1. Pre-trial conference and readiness court
2. Trial by court
3. Trial by jury

B. Entry of Judgment

1. For plaintiff
2. For defendant
3. For cross-complainant
4. For cross-defendant

V. Post-judgment Procedures

A. Writ of possession, personal property

B. Writ of execution

C. Seizure of property under court order

1. Garnishments
2. Personal property
3. Perfectable levies and real property
4. Other

D. Unlawful Detainer

E. Order to Appear

F. Claim of Exemption

G. Abstract of Judgment

H. Appeals

VI. Small Claims Procedures

A. History of the poor man's court

B. Theory of informal proceedings

C. Similarities to and differences from civil procedures

D. Mock small claims proceedings

VII. Subpoenas (civil and criminal)

A. Issuance

B. Duces tecum

C. Re: deposition

D. Service and return

VIII. The Future of Civil Courts

A. The federal vs. state systems

B. Proposed reforms in civil procedures

C. Civil process in the computer age

INSTRUCTIONAL METHODS:

1. Lecture - discussion
2. Demonstration
3. Guest speakers
4. Information sheets
5. Transparencies, slides, films, and video-tapes
6. Field trips to a court in action and clerk's office
7. Case decisions and problems studies - legal sources
8. Individualized multi-media and written instructional packages

EVALUATION METHODOLOGY:

1. Written examinations
   a. Mid-term
   b. Final exam
2. Written project or case studies report
3. Attendance
4. Active class participation
5. Completion of individualized instructional packages

MINIMUM STANDARDS OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

Blacks Law Dictionary, Revised Fourth Edition, 1968.

Blue, Jack G., Superior Court Clerk's Manual, County Clerk of Alameda County

California Rules of Court, California Judicial Council, 1973.

Civil Procedural Manual, California State Sheriffs' Association 1971.

Code of Civil Procedure, Annotated, Bancroft-Whitney, 1972.

Frank, Elaine K., California Civil Court Forms, Continuing Education of the Bar, 1972.

Goddard, J. L., California Landlord and Tenant Law and Procedure, Legal Book Store, 1966.

Manual of Procedure - Default Judgment by Clerk, Municipal Court Clerks Association, 1972.

Manual of Procedure in Small Claims Cases, Municipal Court Clerks of California, 1972.

Marshal's Writ - Manual of Procedure, Marshals' Association of California, 1973.

Prosser, William L., The Law of Torts, West, 1971.

Sharp, William G., Manual of Procedure for Superior Court Clerks, County Clerk, Los Angeles.

Sharp, William G., Superior Court Forms - General Information, County Clerk, Los Angeles

The Counter Clerk, Municipal Court Clerks Association

COURT ADMINISTRATIVE SERVICES

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: This course examines criminal, traffic, juvenile and various other proceedings from origin to final disposition. Administrative procedures necessary at each step are studied in detail and proficiencies developed in office practices, courtroom clerking and dealing with the public. Principles of calendaring, notification, accounting and communications are studied. Course most suitable for those planning to begin or continue employment in the civilian staff of California courts.

COURSE GOALS:

1. To develop understanding of the stages through which criminal, traffic, juvenile and other matters may pass in California courts.

2. To develop proficiencies in dealing with the necessary accounting, reporting, calendaring, notification and supportive services in each stage of the proceedings.

3. To promote attitudes conducive to effective teamwork and a true spirit of public service.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to recognize, define and correctly use common terms, words, phrases and abbreviations on a written examination with accuracy of 80%.

2. The student will be able to describe the flow of a criminal, quasi-criminal, juvenile, probate or family law matter through the court system from origin to disposition in an essay examination to the satisfaction of the instructor

3. The student will be able to correct roles and behavior when confronted with sample problems based on legal and practical issues common to court procedures in a written essay and multiple choice examination with accuracy of 80%.

4. The student will be able to demonstrate his ability and knowledge of various courtroom clerking skills by taking satisfactory minutes indicating proper aid to the judge, while hearing a ten-minute tape recording. Accepted performance level will be at the discretion of the instructor.

5. Given various court accounting, recordkeeping and notification problems, the student will be able to select proper and legal procedures on a written examination with 80% accuracy.

6. When presented with a series of sound or video-tape recordings containing typical court public relations, communications and simulated citizen encounter problems, the student will be able to identify negative attitudes of citizens and court clerk personnel, improper over-the-counter or telephone advice, illegal or unethical behavior, and recommend proper attitude or performance with 80% accuracy.

SCOPE:

I. Introduction to Administrative Services

   A. Scope of the course

   B. Court administration vernacular

   C. Major Divisions in typical organizations

II. Criminal Pre-trial Procedures (Felony and Misdemeanor)

   A. Complaints

      1. Definition and classification
      2. Preparation
      3. Filing and jurisdiction

   B. Calendaring and notification

   C. Traditional and current concepts in Bail, O.R., Writs and Warrant Procedures

   D. Arraignment and motions (theory and practice)

      1. Instructions as to rights
      2. Motions
      3. Pleas

III. Courtroom Clerking in the Trial Stage

A. Aid to the judge

B. Minute taking

C. Appearance, promptness, conduct

D. Preliminary hearings and trial

E. Possible dispositions

F. Sentencing and appeals

G. Writ of Habeas Corpus

H. Problems in courtroom clerking

IV. Criminal Post-trial Practices

A. Remedies available following conviction

1. Expungement of records
2. Sealing of records

B. Fines and penalty assessments

C. Commitment, probation and other sentences

D. Motions

E. Exhibits

F. Search warrants

V. Quasi-Criminal Proceedings

A. Juvenile court proceedings

B. Mentally disordered sex offender

C. Sanity hearings

D. Contempt proceedings

E. Dispositions in these matters

VI. Traffic Procedures

A. Citations - Notice to Appear

1. Legal requirements
2. Filing of citations - moving and parking

B. Receiving mail procedures

C. Bail procedures and rights available to defendant

D. Post-disposition citation processing

1. Internal processes
2. External agencies

E. Standardized report forms

F. Appeals procedures

G. Failure to appear and warrant procedures

1. License stop - DMV
2. C.L.I.

H. Courtroom Procedures -- Traffic Docket

I. Telephone communications and advice to the public

VII. Procedures Relating to the Family and Individuals

A. California's Family Law Act

B. Minors, blind and disabled persons

C. Probate matters

1. Wills
2. Succession and estates
3. Guardianship and conservatorship

D. Naturalization

E. Other proceedings

VIII. Routine Office Procedures and Problems

A. Interpersonal relationships

B. Filing

C. Principles of recordkeeping and notification

D. Court accounting

E. Data processing

F. Sample office problems

INSTRUCTIONAL METHODS:

1. Lecture -- Discussion
2. Demonstration
3. Guest speakers
4. Information sheets
5. Transparencies, slides, films, video-tapes
6. Field trips to a court in action
7. Individualized multi-media and written instructional packages

EVALUATION METHODOLOGY:

1. Written examinations
   a. Mid-terms
   b. Final exam
2. Written project or case studies report
3. Attendance
4. Active class participation
5. Completion of individualized instructional packages

MINIMUM STANDARDS OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

Adam, Eldridge, Courts and Computers, American Judicature Institute, 1972.

Blacks Law Dictionary, Revised Fourth Edition, 1968.

Blue, Jack C., County Clerk of Alameda County, Superior Court Clerk's Manual.

Blumberg, Abraham S., Criminal Justice, Quandrangle Books, 1967.

California Rules of Court, California Judicial Council

Criminal Appeals, Municipal Court Clerks Association of California

Fricke, Charles W. and Alarcon, Arthur L., California Criminal Law, 10th edition, Legal Book Corporation, 1965.

Hayden, Richard and Keene, William, California Superior Court Criminal Trial Judges Deskbook, West Publishing, 1973.

Liberty, Richard R., Clerk of the Municipal Court San Mateo County, Criminal and Traffic Procedures, n.d.

Manual of Procedure for Superior Court Clerks, Volumes I and II, William Sharp, County Clerk, County of Los Angeles, 1969.

Nelson, Dorothy, Materials in Judicial Administration, West, 1973.

Standard California Codes, Matthew Bender Co., 1972 Edition.

Superior Court Forms - General Information, County of Los Angeles, William G. Sharp, County Clerk and Clerk of the Superior Court.

Van Alstyne, Arvo and Grossman, Harvey, California Pre-Trial and Settlement Supplement, Continuing Education of the Bar, 1967.

Witkin, B. E., California Procedure, second edition (6 volumes) Bancroft-Whitney Co., 1970.

COURT ENFORCEMENT PRINCIPLES

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: An in-depth study of the duties and responsibilities of court enforcement arm except those related to civil process. This course is suitable for those planning to begin or continue service in the ranks of uniformed court personnel (constables, marshals and sheriff's deputies). Included, but not limited to: the bailiff and the warrant functions.

COURSE GOALS:

1. To provide a knowledge of the enforcement concepts, laws and techniques required of bailiffs in California.
2. To develop a thorough knowledge of laws and procedures regarding the care of juries, custody of prisoners, and security of the courthouse.
3. To develop an understanding of the principles and practices in the service of warrants from issuance through the service or recall.
4. To infuse attitudes and habits that will promote a healthy working relationship, good public relations and a spirit of public service.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to identify, define and correctly use a variety of terms and phrases common to the enforcement arm of the courts with an accuracy of 80%.
2. Given a series of court security problems the student will present appropriate responses for dealing with both immediate and long-range solutions by applying the proper theoretical concepts with 80% accuracy.

3. In an essay examination, the student will be able to state the origin and flow of a warrant and describe the legal procedures for handling its investigation and/or recall with an accuracy of 80%.

4. In an essay or multiple-choice examination, the student will be able to identify and/or select proper and legal duties of bailiffs, techniques of bailiffing, and standard jury procedures with 80% accuracy.

5. The student will be able to demonstrate in a combination of written and practical tests a thorough knowledge of the theoretical, legal and practical aspects of the care and custody of prisoners, use of restraining devices and use of techniques of restraint as well as common first aid techniques with 80% accuracy.

6. Given simulations of testimony, human relations, communications and report-requiring situations, the student will correctly identify proper behaviors and response on a written examination with 80% accuracy.

SCOPE:

I. The Court Enforcement Officer

A. Historical precedents

B. The California experience

C. Present variable structures

D. Roles and attitudes

E. A working vocabulary

II. Security of the Courthouse

A. Varieties of physical plants

B. Principles of courthouse security

1. Defensible space
2. Prisoner facilities
3. Selective search
4. Techniques of search

C. Explosive devices and threats

D. Emergency planning

E. Review of safety and first aid procedures

III. Warrants and Bench Warrants

A. Definition and Historical development of warrants

B. Warrant Law

1. Due diligence vs. zealotry
2. Malicious procurement
3. Liabilities
4. The foreign warrant

C. Legal requirements of arrests on warrants

D. Legal and practical aspects of warrant recalls

E. Required records and documents

IV. Investigation Techniques

A. Special problems and techniques

B. Developing sources of information

C. Information gathering methods

1. Interviewing methods
2. Human relations communication problems

D. Use of computers

E. Allocation of time and resources

V. General Objectives of the Bailiff in California

A. Historical and comparative roles of the bailiff

B. Relationships in the courtroom team

C. The law and the bailiff

D. The crier function

E. Handling of accused persons

F. Maintaining order and decorum in the courtroom

G. The bailiff in criminal, civil and quasi-criminal courts

H. The theory of aggressive awareness

VI. The Care of Juries

A. Nature and character of juries

B. Assembly

C. Requirements of adjournment

D. Legal and practical problems of jury movement

E. The sequestered jury

F. Jury room law

VII. Custody and Control of Prisoners

A. Legal and practical aspects

1. Adults
2. Juveniles
3. Disturbed persons

B. Extradition

C. Transportation

D. Movement in courthouse and courtroom

E. Restraining devices and their uses

F. Techniques of restraint

1. Psychological and environmental
2. Physical force methods
3. Weapons

VIII. Testifying and Reporting

A. Preparing for court

B. Courtroom demeanor

C. Research and reference materials

INSTRUCTIONAL METHODS:

1. Lecture - discussion
2. Demonstration
3. Guest speakers
4. Information sheets
5. Transparencies, slides, films and video-tapes
6. Field trips to a court in action and clerk's office
7. Case decisions and problem studies - legal sources
8. Individualized multi-media and written instructional packages

EVALUATION METHODOLOGY:

1. Written examinations
   a. Mid-terms
   b. Final exams

2. Written project or case studies report
3. Attendance
4. Active class participation
5. Completion of individualized instructional packages

MINIMUM STANDARDS OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

California Rules of Court, California Judicial Council

Defensive Tactics and Theory of Restraint, San Diego County Marshal's Training Academy, n.d.

Downey, Leonard, Jr., Justice Denied, Penguin Books, n.d.

Droneburg, R. E., Syllabus for Bailiff Duties, San Diego County Marshal's Training Academy, 1971.

James, Howard, Crisis in the Courts, David McKay, 1968.

Junker, David E., Transportation of Prisoners, San Diego County Marshal's Training Academy, 1967.

Li, Paul M., California Jurisdiction and Process, Continuing Education of the Bar, 1970.

Manual of Procedure, Department of the Marshal, San Diego County, 1971.

Marshal's Field Procedures, San Diego County Marshal's Training Academy, 1973.

Marshal's Writ - Manual of Procedure, Marshal's Association of California, 1972.

Task Force Report: The Courts, President's Commission on Law Enforcement and Administration of Justice, Washington, D.C., 1967.

The Warrant Procedural Manual, Long Beach Police Department, n.d.

Witkin, B.E., California Procedures (second edition), Bancroft-Whitney Co., 1970.

Wright, R. G. and Marlo, J. S., The Police Officer and Criminal Justice, McGraw-Hill, 1970.

FUNDAMENTALS OF CRIME AND DELINQUENCY

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: An introduction to major types of criminal behavior, role careers of offenders, factors which contribute to the production of criminality or delinquency: methods used in dealing with violators in the justice system; the changing roles of police, courts, and after - care process of sentence, probation, prisons, and parole: changes of the law in crime control and treatment processes.

COURSE GOALS:

1. To provide a knowledge of the types of human behavior which constitute violations of legal codes of conduct as declared by authorized agents of a politically organized society.

2. To develop the ability of the student to recognize major role patterns of behavior which amount to public offenses by offenders and an understanding of factors contributing to such acts in a democratic republic.

3. To develop, with students, an appreciation of the ethical issues involved in understanding and dealing with public offenders within the justice system; having as a primary consideration by legal intervention, the protection of society and the rights of all citizens.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with the major theoretical concepts of deviant behavior causation factors and resultant illegal role career patterns of offenders, the student will be able to demonstrate ability to understand these concepts by passing a written examination with an accuracy of 80%.

2. Following the development of skills in behavior analysis of offender patterns, the student will be able to give an oral presentation to the class that will demonstrate an understanding of certain role categories of unlawful conduct as defined by the justice system.

3. After developing an appreciation of the changing role law has on definition of behavior acts amounting to crime or delinquency, the student will write a research paper that will describe this role and his competency in understanding its application to public offenders.

4. Following the development of ability to identify and analyze patterns of unlawful behavior, the student will demonstrate his knowledge of crime and delinquency and its relationship to the criminal justice system by passing an essay examination with an accuracy of 80%.

SCOPE:

I. Conceptualization

A. Definition processes

B. A major concern in 20th Century America

C. Change and its effect on labeling unlawful acts

D. The economic impact of crime and delinquency

E. The serious nature of crime and delinquency

F. Public attitudes toward crime, delinquency, and the justice system.

II. Amount and Trends of Crime and Delinquency

A. The risk of harm (personal crime)

B. Property lost

C. Unreported crime (the iceberg syndrome)

D. Crime trends - changes in distribution

E. Solution of crime and delinquency problems

F. Look for the future

G. Costs

III. Etiology and Ecology

A. Casual Theory - Criminal Behavior

1. The classical school
2. The anthropological approach
3. The psychological
4. The psychoanalytical view
5. The ecological position
6. The social, sociological and cultural dimension

B. Characteristics of offenders

1. Living patterns, age, race and sex
2. Delinquency and family group
3. School career and delinquency
4. Labeling and stigma

C. Patterns of crime variation

1. Relation of crime to other social issues
2. Economic circumstances, life styles
3. Implications of crime rates

IV. Classification of Criminal Behavior Patterns

A. Violence and crime

1. Homicide or assassination
2. Assault, rape, and robbery
3. Civil disorders and riots

B. Professional crime

1. Scope and characteristics
2. Offender attitudes
3. Types of offenders

C. Organized crime

1. Types of criminal activities
2. Location of collective behavior
3. Offender attitudes and membership
4. Corruption, political and justice system

D. Business (or white collar) crime

1. Impact on society
2. Types of violations
3. Roadblocks to justice

E. Contemporary philosophies of crimes with victims

1. Narcotics and drug abuse
2. Alcohol and drunkeness offenses
3. Sexual offenses
4. Obscenity

V. Crime Control Sub-Systems

A. Law Enforcement

1. Enforcement policy (discretionary decision making)
2. Philosophic and enforcement style
3. Integrity and standards

B. Courts

1. Disposition without trial
2. Sentencing
3. Role and operations

C. Corrections

1. Goals
2. Role and operations
3. Protection of society and rehabilitation of offender

VI. Conclusion

A. Crime and delinquency issues in a free society

B. Responsibility of justice system to protect society via more effective operations than in the past.

INSTRUCTIONAL METHODS:

1. Lecture
2. Seminar style discussion
3. Case studies
4. Resource texts
5. Correlary reading
6. Oral presentations
7. Research paper for evaluation

EVALUATION METHODOLOGY:

1. Oral presentation
2. Research paper

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3. Essay examination
   a. Quizzes
   b. Midterm
   c. Final

4. Class discussion - active role
5. Attendance

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

Beccania, Cesare, Essay on Crimes and Punishments, Dei De Litti Delle Pene, 1764, Edward D. Ingraham (tr) Stanford, California: Academic Reprints, 1953.

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Schafer, Stephen, and Richard D. Knudten, Juvenile Delinquency: An Introduction, Random House, New York, 1970.

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Smith, Alexander B., and Harriet Pollock, Crime and Justice in a Mass Society, Xerox College Publishing, Waltham, Massachusetts, 1972.

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Sykes, Gresham M., and Thomas E. Drabek, Law and the Lawless; A Reader in Criminology, Random House, New York, 1969.

Taylor, Karl K., and Fred W. Soady, Jr., (eds), Violence: An Element of American Life, Holbrook Press, Inc., Boston, 1972.

Thrasher, Frederic M., The Gang, 1927, Rev. Ed., University of Chicago Press, Chicago, 1963.

The American Correctional Association, Manual of Correctional Standards, Washington D.C., 1966.

The Official Report of the New York State Special Commission on Attica, Bantam Books, 1972.

The Challenge of Crime in a Free Society, A Report by the President's Commission on Law Enforcement and the Administration of Justice, Washington D.C., 1967.

Quinney, Richard, The Social Reality of Crime, Little Brown and Company, Boston, 1970.

Winslow, Robert W., Crime in a Free Society, 2nd Edition, Dickenson Publishing Company, Inc., 1973.

Winslow, Robert W., Juvenile Delinquency in a Free Society, 2nd Edition, Dickenson Publishing Company, Inc., 1973.

Wolfgang, Marvin E., Leonard Savitz, and Norman Johnston, The Sociology of Crime and Delinquency, 2nd Edition, John Wiley and Sons, Inc., New York, 1970.

Wolfgang, Marvin E., The Sociology of Punishment and Correction, 2nd edition, John Wiley & Sons, Inc., New York, 1970.

INSTITUTIONAL AND FIELD SERVICES

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: Philosophy and history of correctional services. A survey of the correctional sub-systems of institutions by type and function, probation concepts, and parole operations. A discussion of correctional employee responsibilities as applied to offender behavior modification via supervisory control techniques. Rehabilitation goals as they affect individual and inmate cultural groups in both confined and field settings.

COURSE GOALS:

1. To provide a basic knowledge of the history of efforts made in various societies to transform public offenders guilty of violations of law into responsible members of the society in the hope of preventing further illegal acts.

2. To develop, with students, an appreciation of the ethical issues involved in dealing with offenders in both open and closed settings in efforts made by institutional and after-release processes to change behavior into lawful patterns.

3. To develop the ability of students to recognize the various types of correctional facilities: such as jails, prisons, halfway houses, and community release centers by philosophy of program and organizational setting, as these factors relate to behavior change goals and objectives for public offender.

4. To provide the student with an awareness of the role played by institutional and field services in the Administration of Justice System, and their functions in the subsystem of corrections as both relate to society.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with information tracing the development of correctional institutions in the United States from a historical perspective and the implementation of community

re-entry programs the student will be able to demonstrate an understanding of these processes by passing a written examination with an accuracy of 80%.

2. To demonstrate an awareness of inmate cultural factors and the impact on responsibilities of correctional workers, the student will present an oral presentation to the class discussing these two major issues.

3. Following the development of the ability to identify types of institutional and field correctional program, the student will analyze both types of operation by selection of a specific category of each and will write a research paper, showing his competency, that will describe this relationship as related to the goals of positive offender behavior change to lawful conduct.

SCOPE:

I. Conceptualization

A. Purpose of corrections

B. Society's goals for offenders

C. Public concern for protection of society

D. The correctional sub-system (overview)

II. Institutional Categories

A. Juvenile

1. Halls
2. Training schools - Western United States
3. Reformatories - Eastern United States

B. Adult

1. Jails
2. Camps
3. Halfway Houses
4. Rehabilitation Centers
5. Medical Centers
6. Prisons
   a. Minimum
   b. Medium
   c. Maximum

III. Institutional Programs

A. Classification - Custody

B. Educational

C. Vocational

D. Treatment

E. Release

IV. Institutional Special Programs

A. Supervision of offenders

B. Control and security

C. Special cases

D. Discipline

E. Offender privileges and rights

F. Judicial intervention

V. Field Service Categories

A. Juvenile

1. Probation
   a. Investigation
   b. Supervision
   c. Foster home placement
   d. Special case placement
   e. Juvenile court service

2. Parole
   a. Regular case units
   b. Special case units

B. Adult

1. Probation
   a. Investigation
   b. Supervision regular, special and county parole
   c. Court service

2. Parole
   a. Regular case units
   b. Special units, i.e., high violence, narcotic

VI. Private Correctional Services

A. Institutional

B. Field Service

VII. Conclusion

A. Correctional functions in contemporary society

B. Trends in corrections - use of ex-offender and volunteer and other new innovations

C. Issues of penal reform

D. Responsibility of correctional institutions and field services to protect society and provide public offenders with opportunity for successful return to a free society.

INSTRUCTIONAL METHODS:

1. Lecture
2. Seminar style discussion
3. Case studies
4. Resource text
5. Correlary reading
6. Oral presentations
7. Research paper for evaluation

EVALUATION METHODOLOGY:

1. Oral presentation
2. Research paper
3. Essay examination
   a. Quizzes
   b. Midterm
   c. Final
4. Class discussion - active role
5. Attendance

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

American Correctional Association, Manual of Correctional Standards, Washington, D.C.: A.C.A., 1966.

Carter, Robert M., and Lewlie T. Wilkins, (ed), Probation and Parole, John Wiley & Sons, Inc., New York, 1970.

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Kay, Barbara A., and Clyde B. Vedder, (ed.), Probation and Parole, Charles C. Thomas Publisher, Springfield, Illinois, 1963.

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The National Sheriff's Association, Manual on Jail Administration, Washington, D.C., 1970.

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Newman, Charles L., Sourcebook on Probation, Parole and Pardons, Charles C. Thomas, Springfield, Illinois, 1968.

Palmer, John W., Constitutional Rights of Prisoners, W. H. Anderson Co., 1973.

Perlman, Harvey S., The Tasks of Penology, University of Nebraska Press, Lincoln, 1969.

Ragen, Joseph E., Inside the World's Toughest Prison, Springfield, Illinois, Thomas, 1962.

The Re-entry of the Offender into the Community, U.S. Department of Health, Education, and Welfare, No. 9002, 1967.

Richmond, Mark S., Classification of Jail Prisoners, U.S. Bureau of Prison, Department of Justice, Washington, D.C., 1971.

Roebuck, Julian B., Criminal Typology, Charles C. Thomas, Springfield, Illinois, 1967.

The Emerging Rights of the Confined, South Carolina Department of Corrections, 1972.

Sykes, Gresham, M., The Society of Captives, Princeton, Princeton Univ., 1958.

Teeters, Negley King, The Cradle of the Penitentiary; the Walnut Street Jail at Philadelphia, 1773-1835, Philadelphia, 1955.

U. S. Bureau of Prisons, The Jail: Its Operation and Managements, Washington, D.C., 1971.

U. S. Bureau of Prison, Prisoner Management and Control, Washington, D.C., 1969.

Vedder, Clyde B., and Barbara A. Kay, (ed.), Penology: A Realistic Approach, Springfield, Illinois, Thomas, 1964.

Ward, David A., and Gene G. Kassebaum, Women's Prison, Chicago, Aldrine, 1965.

Wilkins, Leslie T., Evaluation of Penal Measures, Random House, New York, 1969.

INTERVIEWING AND COUNSELING

LENGTH OF COURSE: 3 semester units or four quarter units

COURSE DESCRIPTION: Introduction to approaches of behavior modification through interviewing and counseling. An overview of the techniques available to entry level practitioners in corrections in counseling and interviewing. Create an awareness of advanced methods utilized by professional counselors. Traces the development of positive relationships between the client and corrections personnel.

COURSE GOALS:

1. The student will have a basic knowledge of the theories and contemporary methods utilized by corrections personnel in behavior modification.

2. Through demonstration and participation, the students will develop rudimentary abilities in the techniques of interviewing and counseling - as performed by line-level personnel in probation, parole and correctional institutions.

3. Provide the students with a common body of knowledge to serve as a base for further study in the more sophisticated methods of the interviewing process and counseling.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will demonstrate the ability to identify and label gross symptoms of abnormal behavior most likely to be encountered in correctional interview situation.

2. Given through role-playing hypothetical situations in role-play and by case-study methods, the student will demonstrate basic proficiencies to the satisfaction of the instructor in interviewing and counseling by describing the most effective action he should take until professional assistance by a counselor or psychologist may be provided.

3. The student will demonstrate basic knowledge in personal counseling and interviewing under routine situations, including the intake interview, juvenile disciplinary interview for minor infractions, personal problem counseling, and information-gathering interviews to aid the professional counselor or psychologist in his preliminary evaluations. Knowledge will be demonstrated by attainment of at least 80% on written examinations.

4. Using the case-study method, the student will be able to accurately describe the contemporary behavior modification techniques utilized in correctional counseling as presented in class through lecture and demonstration, and will explain the desirable results of each method, 80% accuracy.

SCOPE:

I. Interviewing

A. Establishing rapport

B. The art of listening as an interviewing technique

C. Communications barriers and overcoming them

D. Information-gathering aspect of interviewing

E. Self-awareness and self-evaluation in interviewing

F. Role-play interview experiences

II. Recording the Interview

A. Note-taking during the interview

B. Visible versus invisible recording methods

C. Legal aspects of recording interviews and counseling sessions

D. Preparation of the report: requirements and techniques

E. Confidentiality of the report

III. Special Interviewing Considerations

A. Legal considerations in interviewing juveniles

B. Distinction between juvenile and adult interviewing

C. Males and females

D. The client's viewpoint

IV. Contemporary Counseling Methods

A. Theories of behavior modification goals and objectives

B. Techniques of individual and group counseling

C. Basic theories on abnormal behavior and criminal conduct

D. Review of the literature and library research

V. Identification of Offender Problem Areas

A. Abnormal reactions to counseling

B. Identification of gross symptoms of mental and emotional disturbance

C. Limitations and referrals

D. Basic techniques in counseling the disturbed client

VI. Introduction to Behavior Modification Theories and Methods

A. Individual counseling

B. Group counseling

C. Game concepts

D. Methods of therapy and analysis

INSTRUCTIONAL METHODS:

1. Lecture and discussion
2. Live demonstrations and video-taped sequences
3. Field trips for on-site observations
4. Student participation in demonstrations
5. Role-play participation in basic procedures
6. Outside special projects and independent study
7. Films, film strips, other audio-visual aids

EVALUATION METHODOLOGY:

1. Written essay and objective examinations
2. Jury rating by peers and instructor on role-play participation
3. Attendance and participation

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives. A minimum score of 80% out of a possible 100% on all examinations, papers, presentations, or special projects.

SELECTED READINGS:

Berne, Eric, Games People Play: The Psychology of Human Relationships, New York: Grove Press, Inc., 1964.

Blank, Leonard, Confrontation: Encounters: Encounters in Self and Interpersonal Awareness, New York: MacMillan and Co., 1971.

Borne, Eric, Transactional Analysis in Psychotherapy, New York: Grove Press, 1961.

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Gazda, George M., Group Counseling: A Developmental Approach, Boston: Allyn and Bacon, 1971.

Glass, Sheldon, The Practical Handbook of Group Counseling, Baltimore: B.C.S. Publishing Co., 1968.

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Truzx, Charles B., and Robert R. Carichuff, Toward Effective Counseling and Psychotherapy: Training and Practice, Chicago: Aldine Publishing Co., 1967.

APPENDIX A

serving the unified school districts of ALVORD • JURUPA • MORENO VALLEY • RIVERSIDE
4800 MAGNOLIA AVENUE / RIVERSIDE, CALIFORNIA 92506 / (714) 684-3240

RIVERSIDE 1916 CITY COLLEGE

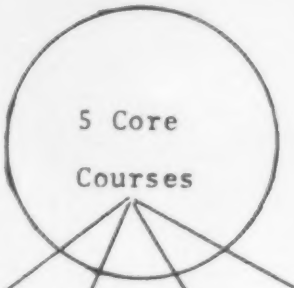
September 29, 1972

Dear Colleague:

By now you should have had the opportunity of reviewing the five-core curriculum project published by Win Silva's office. If you have not received this publication feel free to contact Win for a copy. Also, the Committee is interested in any comments you may have concerning the contents of this pamphlet.

As you are aware the five-core courses, with emphasis on a "systems approach" to the Administration of Justice Education, is only the first phase of a three part project. The second part of this project is now in effect and working to develop a series of elective courses in each of the sub-systems. The following diagram serves to graphically explain how these elective courses integrate into the "big picture".

1. Common to all Administration of Justice students
2. To be taken in sequence and prior to completing the electives



1. Introduction to the Administration of Justice
2. Principles and Procedures of the Justice System
3. Concepts of Criminal Law
4. Legal Aspects of Evidence
5. Community Relations

Series of Electives

Law Enforcement	Courts	Corrections	Industrial Security
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

The phase two development committee does not attempt to restrict or limit the final number of elective courses; however, for the purposes of the second part of this project the team is looking at three elective courses (9 semester units) in the first three sub-systems, i.e. law enforcement, courts and corrections. Subsequent projects will expand the number of electives and the sub-systems treated.

The development team is now in need of gathering as much information concerning identification of the first three elective courses in each sub-system.

The second need is to receive from C.A.A.J.E. members their thoughts on how these elective course contents should be structured, i.e.:

1. Should the elective course consist of all theory and philosophical treatment, or;

2. Should the elective courses consist of all practical techniques, i.e., basic training procedures, nuts and bolts operations, etc., or;

3. Should there be a proper blend of practical application and theoretical knowledge.

The resolving of this issue is critical and must be decided by the membership prior to the committee developing the course contents.

Recapping the two areas where immediate feedback is needed from you:

1. What three elective courses are most important to the police science student? Can some of these courses as they now stand be combined, i.e., patrol and traffic, criminal investigation and collection, preservation of evidence, etc.

2. How do you view the development of the course content, all practical techniques, all theory or a blend?

Because of the need for a rushed response, please feel free to phone any of the team members and express your views.

Thank you for your interest and concern.

Sincerely,

Robert E. Blanchard
Assistant Professor
Police Science Department

REB:rmj

DEVELOPMENT TEAM MEMBERS

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APPENDIX B

serving the unified school districts of ALVORD • JURUPA • MORENO VALLEY • RIVERSIDE
4800 MAGNOLIA AVENUE / RIVERSIDE, CALIFORNIA 92506 / (714) 684-3240

RIVERSIDE 1916 CITY COLLEGE

January 8, 1973

Dear Colleague:

This letter serves to up-date you on the progress of "Phase Two" of the Administration of Justice Education Curriculum Development Guide. As you recall, the Five Core Course outlines (Phase One), published by Win Silva's office (July 1972), has met with positive acceptance throughout the state as well as great interest by many colleges across the country. Also, the University of California has accepted for articulation the five core package. This in itself is quite an accomplishment and the CAAJE membership can be justifiably proud of this progressive step.

The "second phase" of this project is working to develop detailed course outlines in the elective areas from each of the major sub-systems, i.e., law enforcement, courts and corrections. (Areas such as industrial security, criminalistics, environmental security, etc., will probably be dealt with in future projects.) It should be noted that the development team does not attempt to restrict or limit the final number of elective courses, however, for the purpose of this phase the committee is looking at just three elective courses (9 semester units) in each area.

In our initial letter of September 29, 1972, we asked you for immediate feedback on two major items:

1. Identify the most important elective courses for the student; and can some of these traditional classes be combined?

2. Should these courses be all practical techniques, all theory or a blend?

The committee reviewed the written response from the membership, conducted many personal interviews and concluded that a combination of courses was feasible and that a proper blend of practical and theoretical course content was desirable. The following represents the course titles for the first three electives in each sub-system:

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RIVERSIDE CITY COLLEGE 1916

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 28 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

March 19, 1973

Dear Colleague:

This letter serves to update you with a progress report on "Phase II" of the Administration of Justice Education Curriculum Guide.

Early during January 1973 a set of three course outlines on the police were sent to each CAAJE member for review and comment. During the end of February the "courts" course outlines were mailed to you for critique. We are now ready to review the course outlines for corrections. Keep in mind that the enclosed outlines for the elective courses on corrections are rough drafts only and subject to revision based upon your input.

Please review this material and make any suggestions you may have concerning structure, content, title, etc. Send your thoughts on these courses to:

	Course
Mr. Tom Adams Santa Ana College Seventeenth at Bristol Santa Ana, Calif. 92706	1. Counseling and Interviewing
Mr. Bob Reed Chaffey College 5885 Haven Avenue Alta Loma, California 91765	2. Fundamentals of Crime and Delinquency 3. Institutional and Field Services

Thanks for your help.

Sincerely,

Bob

Robert E. Blanchard
Project Chairman

REB:rmj

Enclosure

12

Law Enforcement:

1. Investigative Principles
2. Field Operations
3. Substantive Law

Courts:

1. Criminal and Traffic Courts
2. Civil and Small Claims Courts
3. Supportive Services and Procedures

Corrections:

1. Institutional and Field Services
2. Interviewing and Counseling
3. Fundamentals of Crime and Delinquency

In an effort to avoid totally saturating you with all these tentative draft outlines, we have developed three mailings.

Enclosed in this mailing are the elective courses in law enforcement. Course outlines for courts and corrections will follow during the next few weeks. Keep in mind that these are "rough rough drafts" only and subject to total revision based upon your input. Please review this material and make any suggestions you may have concerning structure, content, title, etc. Send your thoughts on those courses to the person as indicated, or to me.

1. Investigative Principles	Al Nottingham Modesto Junior College 2201 Blue Gum Avenue Modesto, California 95352
2. Field Operations	Al Nottingham Modesto Junior College 2201 Blue Gum Avenue Modesto, California 95352
3. Substantive Law	Tom Adams Santa Ana College Seventeenth at Bristol Santa Ana, California 92706

We are in need of an immediate response on this so please put this package on the front burner.

Thanks for your help.

Sincerely,

Robert E. Blanchard
Assistant Professor
Police Science Department

REB:rmj
Enclosure

APPENDIX C

serving the unified school districts of ALVORD • JURUPA • MORENO VALLEY • RIVERSIDE
4800 MAGNOLIA AVENUE / RIVERSIDE, CALIFORNIA 92506 / (714) 684-3240

RIVERSIDE 1916 CITY COLLEGE

February 28, 1973

Phase II
Progress Report II

Dear Colleague:

This letter serves to provide you with a progress report on "Phase II" of the Administration of Justice Education Curriculum Development Guide.

As you recall, the "second phase" of this project is working to develop detailed course outlines in the elective areas from each of the major sub-systems, i.e., police, courts and corrections. (Areas such as industrial security, criminalistics, etc., probably will be dealt with in future projects.)

Early during January 1973 a set of three course outlines on the police were sent to each CAAJE member for review and comment. The comments that were received have been acted upon by the people responsible for developing the law enforcement courses. We are now ready to review the "courts" course outlines. Enclosed in this mailing are the elective course outlines on courts. Keep in mind that these are rough drafts only and subject to revision based upon your input. Please review this material and make any suggestions you may have concerning structure, content, title, etc. Send your thoughts on these courses to:

Hal Snow
Regional Criminal Justice Center
Modesto Junior College
College Avenue
Modesto, California 95352

We are in need of immediate response on this, so please review and return your comments as soon as possible.

Sincerely,

Bob

Bob Blanchard
Project Chairman

BB:rmj

Enclosure

74